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## Lesson Plan for *Swallows & Amazons—The Big Six*

Based on Arthur Ransome's books.

Run Time: Four 30 minute episodes

Curricular Area: Personal Development & Guidance

Recommended Age: 8 - 12 years old

After viewing this series, students will be able to:

- ☞ Apply problem solving strategies to confusing situations.
- ☞ Investigate surroundings to gather clues and evidence.
- ☞ Understand the importance of truth and honor.
- ☞ Appreciate the value of friendship.

### Synopsis:

When Dick and Dot return to Norfolk from vacation, they rejoin their gang, the "Coot Club," a group of kids that spend their time protecting the waterways and wildlife of England's Norfolk. Bill, Joe and Pete, better known as the "Death and Glory" boys, are wrongly accused of casting adrift the local fishing fleet and stealing equipment from the boatyard. It's up to the rest of the Coot Club to clear them and catch the real villain.

### Think About:

- ✗ Why are the boys accused of casting adrift the local fishermen's boats? Why don't the townspeople believe the boys are innocent?
- ✗ The boys could have helped clear their names by telling the police where the money came from. Why did they choose not to? Why is it important to keep your word?
- ✗ Why are Bill, Pete and Joe called the "Death and Glory" boys?
- ✗ Who do you think is framing the boys? Why are they being framed?
- ✗ What leads the children to dub themselves "The Big Six?"
- ✗ How do they catch the culprit? What clues do they use? Why did they keep a log?
- ✗ What means would you have used to capture the criminal?

### Suggested Activities:

- ✗ Create a scavenger hunt. Working in teams, have students write, illustrate clues and prepare questions leading to the secret object or villain.
- ✗ Locate Norfolk, England on a map. Write a report on the way of life (customs, dress, etc.) during the 1930s.
- ✗ Write another adventure story for the gang and act it out. Make props, customs, etc.
- ✗ Read other books from Arthur Ransome's *Swallows & Amazons* series.

### Key Vocabulary:

Coot  
Daft

Clues  
Criminal

Evidence  
Truth

Circumstantial  
Investigate

Innocent



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## Lesson Plan For Mission: Reading

Run Time: Eight 15 minute episodes  
Curricular Area: Language Arts  
Recommended Age: 9 - 14 years old

After viewing this program, students will be able to:

- ✎ Understand that reading is a necessity.
- ✎ Apply reading strategies and research skills to solve problems..
- ✎ Use reading strategies and contextual clues to decipher words and expand vocabulary.
- ✎ Realize that personal experiences influence story interpretations.
- ✎ Understand that active involvement in a story will add to reading enjoyment.
- ✎ Recognize that "point of view" affects a story.

### Synopsis:

Matt and Maya embark on a reading adventure when they find themselves trapped in a video game and the only way home is to read their way out. The two overcome many challenges along their journey as they master new reading strategies and abandon old insecurities about their ability to read. After proving to the Beast Within that they have become skilled confident readers, they overcome the Spectre of Illiteracy and return home.

### Think About:

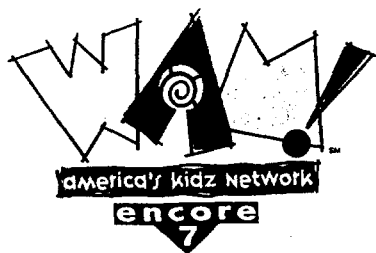
- ✎ What everyday items require reading skills to operate?
- ✎ What problems do Matt and Maya encounter because of their reading difficulties?
- ✎ What distractions do they meet on their journey through space? What distracts you from learning?
- ✎ Who and what is Spectre? How do Matt and Maya conquer it?
- ✎ Why are Matt and Maya placed in the middle of the tale of **Jack and the Beanstalk** before returning home? Why do they interpret the story differently?
- ✎ What do Matt and Maya learn as a result of their adventure? What do you think would have happened to them had they not learned to read?
- ✎ What are the disadvantages and dangers of being illiterate? How would you encourage someone who is illiterate to learn to read?

### Suggested Activities:

- ✎ Write a poem, song or rap about the story.
- ✎ Working in teams, write and illustrate a different ending or future episode leaving out information. Read and look at pictures to figure out missing elements.
- ✎ Research all variations of a fairy tale such as **Sleeping Beauty** and discuss how each differs.
- ✎ Read a book such as **The Wizard of Oz** and view the movie; discuss how interpretation can alter the story.

### Key Vocabulary:

Interpretation Experience Character Knowledge Spectre Point of View



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## Lesson Plan for *We Are The Children*








Program Name: *We Are The Children*

Run Time: 23 episodes / 30 minutes

Curricular Area: Social Studies

Recommended Grade Level: 4 - 8

After viewing this series, students will be able to:

-  Locate featured countries on a world map.
-  Recognize traditions and customs of other countries.
-  Compare and contrast the way of life in America with that of other countries.
-  Describe regional culture and traditions.
-  Identify famous artists, works of art and art forms.
-  Respect other's beliefs and traditions.
-  Appreciate vernacular music and dance.

### Synopsis:

This program offers a unique perspective into the everyday lives of young people around the world. In each episode we are introduced to a child in a far away land. We follow the child on a typical day while learning their heritage, customs and beliefs. We learn that although ways of life may differ, people around the world share many commonalities.

### Think About:

- X What would life be like without electricity, phones, running water, paved roads, air conditioning, or cars?
- X What forms of energy are used to fuel different parts of the world?
- X How does the practice of yoga ease fears and relieve pain?
- X How can diet reflect cultural beliefs and customs?
- X Many children wear uniforms to school. Is this a good idea? Why or why not?
- X How does an education improve economic conditions for people?
- X How are computers changing the way civilized nations work and do business?
- X What does modern art attempt to do?
- X How do music and dance reflect the beliefs of a society?
- X Why do folklore and superstition play an important role in some cultures?
- X In many countries, men and women have very distinct role or functions. Define some.
- X Why is the United States often referred to as "the great melting pot?"
- X From what countries have Americans adopted their traditions?
- X Why does adolescence signify a major turning point in many cultures?
- X Do you think home remedies are as effective as manufactured medications for treatment of illnesses? Why or why not?
- X How do featured sports differ from those played in the United States?



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## Lesson Plan for Green Earth Club







**Program Name:** Green Earth Club

**Run Time:** 23 episodes / 15 minutes

**Recommended Grade Level:** 4 - 6

**Curricular Area:** Science & Social Studies

**After viewing this series, students will be able to:**

-  Make observations and gather data to draw conclusions.
-  Research the best methods to tackle environmental concerns and dilemmas.
-  Initiate local community projects to improve or preserve the environment.
-  Become sensitive to environmental conditions.
-  Communicate a message through the use of persuasion.
-  Design simple devices or projects to eliminate waste.

### Synopsis:

This program offers a unique examination of how our everyday life impacts the environment. Young hosts explore environmental issues and hear contrasting points of view on controversial topics such as fur trading, chemical manufacturing, timberlands, etc. Each episode includes spotlights on EnviroKids, children who have initiated local environmental projects; Green Tips on the 3 "Rs": Reduce, Reuse and Recycle; Get Activated; and reviews of books, shows and movies about the environment. Messages are reinforced through song and dance routines that young guests have composed or choreographed.

### Think About:

- X What are some things we can do to preserve the environment?
- X How many different sources of energy do we use to energize our world?  
What are the advantages and disadvantages of each?
- X How can scientists learn from observing animal behavior?
- X Can scientific advances sometimes have a negative effect on the environment?
- X What are some objects that are made from recycled plastics?
- X What happens to the environment when a species becomes extinct?
- X What role in the environment do trees play?
- X What are the advantages and disadvantages of organic versus chemical-use farming?
- X Why can't all glass items be recycled?

### Suggested Activities:

- X Visit a recycling center to research how materials are processed and the many uses of products that are made from recycled materials.
- X Start a community awareness project in the school to improve or preserve the environment.

### Key Vocabulary:

toxic  
urban renewal  
organic  
endangered  
reforestation

compost  
agroforestry  
environment  
habitat  
extinction

petroleum  
pollution  
sulphur emissions  
acid rain  
landfill

wetland  
solar-energy  
conservation  
hydroelectricity



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## Lesson Plan For Kids' Planet Video

**Program Name:** Kids' Planet Video  
**Run Time:** 13 episodes / 30 minutes  
**Curricular Area:** Social Studies  
**Recommended Grade Level:** 4 - 10

**After viewing this series, students will be able to:**

-  Locate featured countries on a world map.
-  Recognize traditions and customs of other countries.
-  Compare and contrast American life with that of other countries.
-  Describe regional culture and traditions.
-  Respect other's beliefs and traditions.
-  Appreciate art forms, artistic expression, music, and dance.

### Synopsis:

This magazine series is written, directed, edited, and produced by kids. It allows children from 35 countries to share ideas, feelings and knowledge. Through home videos, e-mail and letters, these young people are able to record their daily lives and express themselves with video diaries that highlight their wide range of interests. This global exchange of lifestyles helps kids develop an appreciation for other cultures and provides a vehicle for kids to take pride in their own heritage. Video cameras and training are available to participants.

### Think About:

- X What would life be like without electricity, phones, running water, paved roads, air conditioning, or cars?
- X Many children have jobs to help support their families. What types of jobs do young people in the United States have? For what reasons do they have jobs?
- X How can diet reflect cultural beliefs and customs?
- X Are school uniforms a good idea? Why or why not?
- X How do some of the featured recreational activities differ from those in this country?
- X How does education improve economic conditions for people?
- X How do music and dance reflect the beliefs of a society?
- X Why do folklore and superstition play an important role in some cultures?
- X In many countries, men and women have very distinct roles or functions. Define some.
- X Why is the United States often referred to as "the great melting pot"?
- X From what countries have Americans adopted their traditions?
- X What effect does war have on countries and their people?
- X Why does adolescence signify a major turning point in many cultures?
- X Do you think home remedies are as effective as manufactured medications for treatment of illnesses? Why or why not?
- X What can we do to preserve the environment?



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## Lesson Plan for Read All About It!

Run Time: 20 episodes/15 minutes each

Curricular Area: Language Arts

Recommended Grade Level: 4 - 6

After viewing this program, students will be able to:

- ☞ Develop an appreciation for literature.
- ☞ Recognize the relationship between personal experience, reading and writing.
- ☞ Develop character and plot in creative writing.
- ☞ Read for information and analyze, assess and predict possible consequences.
- ☞ Enhance critical viewing skills.
- ☞ Develop reading comprehension strategies.
- ☞ Expand vocabulary and language usage.
- ☞ Apply research skills.

### Synopsis:

Using the "visual reader" format, students improve language arts skills. Using a newspaper as the format, four inquisitive kids create the Herbertville Chronicle to investigate unusual activities in the fictional world they create.

### Think About:

- ✗ What is the importance of the design and layout of a newspaper?
- ✗ What is the role of a journalist?
- ✗ Why is history important? What can we learn from the past?
- ✗ Why is it important to have more than one historical point of view?
- ✗ Why is it important to keep information as current and up to date as possible?
- ✗ What qualities in books help build long term popularity among readers?
- ✗ What techniques are used in movies to set the tone of a story, gain insight into characters, create the setting? Do these techniques add or detract from the story?
- ✗ What is plagiarism? How can writers avoid plagiarizing the ideas of others when developing plots?

### Suggested Activities:

- ✗ Students create and solve crossword puzzles, word scrambles, list synonyms, antonyms and other vocabulary building activities.
- ✗ Students create a classroom/school newspaper including editorials, feature stories, news articles, comic strips, word games, letters to the editor, classified ads, advice and gossip columns.
- ✗ Assign a paper that requires students to use the research skills that were modeled: collecting, organizing and presenting information.

### Key Vocabulary:

|           |               |              |             |             |
|-----------|---------------|--------------|-------------|-------------|
| condense  | divulge       | proclamation | destination | metaphor    |
| scan      | fortification | motive       | clichés     | parody      |
| artifact  | acquisition   | devise       | imply       | symmetrical |
| deduction | inconspicuous | scheme       | infer       | misleading  |



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
## Lesson Plan for *Time Exposures*

Run Time: Twenty-Six 30 minute episodes

Curricular Area: History

Recommended Age: 10 - 16 years old

After viewing this series, students will be able to:

-  Develop an interest in history.
-  Gain an understanding of research strategies.
-  Locate information using research skills.

### Synopsis:

When Anne and Winston McKay-Soames are joined by their cousins at their grandmother's, they find more than they bargained for in the grand old mansion. Sparked by curiosity when Gran and her butler warn them to stay out of the basement, the children discover a room that serves as a time portal. Sometimes by choice and sometimes by chance, they are propelled through history and find themselves in exotic and dangerous encounters.

### Think About:

- X** If you could talk to one of the historical characters profiled on *Time Exposures*, what advice would you give?
- X** When the butler Bradshaw finds he is aboard the ill-fated Titanic, he says, "Grant me the serenity to accept what can not be changed, the courage to change what can be changed, and the wisdom to distinguish one from the other." What did he mean?
- X** When the last Crown Prince of Russia mysteriously appears in the basement, why is he sent back in time?
- X** Why must the room never be discovered? What are the possible consequences if the room's powers were abused?
- X** Where in time would you go if given the chance? How might you influence history? Can you influence present time?

### Suggested Activities:

- X** Plot a timeline on historical navigational voyages or land expeditions. Write and illustrate a daily diary or captain's log of difficulties encountered along the way.
- X** Research a historical event and create a bibliography of books, magazines, and films that relate to it.
- X** Write a story about where you would go if you could travel in time. Provide details on the setting, way of life and people. How would your presence there influence history?

### Key Vocabulary:

Portal  
Exposure

Serenity  
Passage

Czar  
Voyage

Hostage  
Hemophilia



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AUGUST 1997

## AWARDS!!



WAM! America's Kidz Network received a **Clarion Award** from *Women in Communications* and a **Silver Mark Award** from CTAM for *WAM! Goes To Washington*, a kids' look at our nation's Capitol.

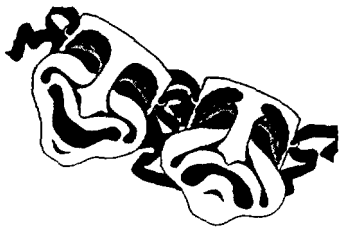
## WAM! KIDS MAKE A DIFFERENCE

Our first report of an outstanding young volunteer – someone who motivates others kids to "Make A Difference" is *Softball for Everyone* -- Kristen Deaton, a 17-year-old avid softball player, started the Anyone Can Softball League in 1995 for kids with special needs. Each kid is assigned a "buddy," who helps the player participate fully in the game. The league has grown to more than 100 players and has a championship game played at the National Softball Hall of Fame field in Oklahoma City, Oklahoma. Kristen has been able to mobilize adults as well as other teens to make a difference for kids with special needs.

## MOVIE HIGHLIGHTS

### August

|                |                             |
|----------------|-----------------------------|
| Alan and Naomi | <i>The Last Starfighter</i> |
| Bugsy Malone   | Roxanne                     |



## WAM! GOES GLOBAL

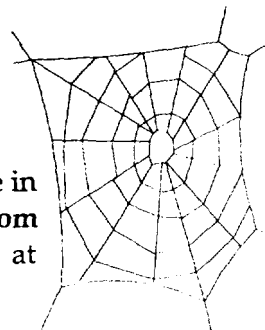


Look for these informational shorts designed to keep kids globally connected -- in a language kids understand. For instance, a piece on international security explains the role of the Secret Service -- "what's up" with those guys in the trench coats and dark glasses. Other shorts brief kids on proper techniques for internationally acceptable handshakes and how to hang the flags of major world powers. A piece on global warming explains why kids should care about international issues.

The **WAM! Family Graham** completed their one year trip across the United States with a rousing 4th of July Homecoming in Wichita, Kansas highlighted by fireworks and a glow-in-the-dark WAM! display. Courtney Graham, 12-year-old WAM! Roving Reporter, was awarded a plaque with the first WAM! Seal of Approval for her informative *Where In The WAM! World Are They* reports.

## CHECK OUR WEB SITES

Visit the Bulletin Boards at Cable in the Classroom-[www.ciconline.com](http://www.ciconline.com) and Kids' Planet Video at [www.pvtv.org](http://www.pvtv.org)



Remember: WAM! is the only noncommercial cable network dedicated to providing kid-friendly, socially-responsible entertainment and education just for young people 8-16.

**Call your local cable operator or your satellite provider today and ask for WAM!**

# LADIES' HOME JOURNAL

July 1997



## A Year On The Road

"Say hi to Ohio for us!"  
"New York!"  
"Maryland!"  
"California! Alaska!"

State names were practically pelting our van as my family and I pulled through the crowd of well-wishers at Kansas's Lawrence-Dumont Stadium, in Wichita, on July 4, 1996. We were off!

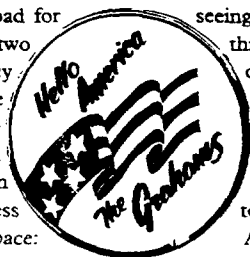
But reality was also setting in, and it was a bit frightening. My husband, Craig, and I had committed ourselves to hit the road for an entire year with our two young children, Courtney and Collier, to explore the U.S. All of it. Our home was now a customized van painted with an American flag, and our only address was somewhere in cyberspace: <http://www.usatrip.org/>.

How did this happen?

Actually, the idea of a cross-country excursion wasn't new to me. My mother, Maria, a native of Bogotá, Colombia, came to Virginia as a young woman, met and married my father, Paul, and later became a naturalized citizen. My mom loved her adopted land so much that in 1975, when I was seventeen, she decided we should tour the country for a year so my younger brother, Joe, and I would appreciate it as much as she did.

The next thing we knew, we were

We left everything behind to travel across America in a van. Crazy? Probably. Worth it? You bet  
By Marlene Smith-Graham



seeing a mosaic of America through the windows of our Volkswagen Beetle and working as restaurant help, flower-shop assistants or farm laborers along the way to offset our expenses.

Although I had my doubts at first, this turned out to be the richest experience of my young life. My perspective on my country expanded dramatically from my limited view of the midwest. I would relive the memories time and again over the years, especially of the people we met. In years to come, I found an instant familiarity with people just by talking about their hometowns.

I also got to know my family better, and discovered that four opinionated, strong-willed people could come together to achieve a common

goal—and have fun doing it. Now, my husband and children and I were about to share our own year-long, fifty-state experience.

Perhaps the term that most aptly describes our need to depart from the status quo is "middle-class meltdown," brought on by fifteen-hour days as business owners; Craig had his own real-estate firm, and I had been publishing a Wichita monthly newspaper for ten years. We were starting to feel the effects of burn-out, combined with a latent wanderlust and a yearning to spend more time with our children.

One day I said jokingly to Craig, "Why don't we just take a year off and travel all fifty states, like my parents did?" The idea, of course, was totally impractical; for starters, we would need to sell the house to afford the trip. And wasn't it just plain crazy for us to risk our careers by jumping off the fast track?

Craig's immediate response: "When do we leave?"

We didn't even have to convince one-year-old Collier that going away would be fun. But Courtney, then nine, was as dubious as I had been as a teen: "What! A whole year?" Still, as our scheme took shape over the next two years, her enthusiasm mounted.

We broke the news to our astonished family members, friends and associates much later. We (continued)

## A WOMAN TODAY

*Continued*

didn't want to give people time to talk us out of it. We sold our house and my paper, put most of our possessions into storage and bought our \$19,000 travel vehicle, an extended cargo van. We spent another \$11,000 having it customized by installing electric lines, appliances, a table and a sofa bed. We attended home-schooling seminars and arranged a year's curriculum for Courtney.

Our first goal on this journey was to get in and out of Alaska before winter set in. Apart from that, we had no set itinerary.

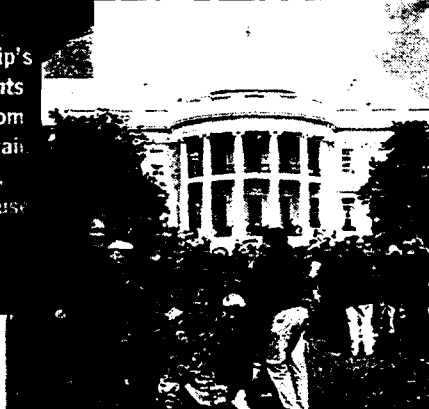
Four days after we took off, we found ourselves trying to wedge our van back out from beneath a motel overhang in Nebraska City, Nebraska. (We had forgotten that our van's raised roof would pose clearance problems.) Not a very auspicious beginning.

That episode didn't escalate, but many others did, especially in regard to Craig's male habit of never stopping to ask directions (one frustrating day, we circled Omaha three times within an hour), or when the kids or I would get cranky. Fortunately, while arguments easily ignite in the tight confines of a van, they are equally hard to maintain amid so many interesting distractions.

One of them was how big our adventure grew: Apple Computer Inc. loaned us a computer, and Brigadoon.Com Inc., an Internet provider in Washington state, sponsored and maintained a Web site for us, where Courtney and I would keep travel diaries and post our daily route. WAM! America's Kidz Network, a cable network based in Colorado, asked Courtney to report on our trip for them.



Among the trip's many highlights (clockwise from the top): Hawaii, Disney World, the White House and Four Corners Monument



Even before we set off, we were deluged with E-mail. People suggested places to see and things to do. Many tacked on invitations: "By the way, when you're in our area, stop by for dinner." Strangers offered us free hotel rooms, spare bedrooms, floor space, campsites, warm showers, access to washing machines—even their services as personal tour guides.

We were stunned. What happened to all the Americans who were triple-bolting their doors to the outside world of crime? What happened to the cynicism and basic distrust we expected? What a welcome surprise to see that things hadn't changed much in two decades.

We knew from the start that we'd have to live rather frugally, on a travel budget of about \$2,000 per month. But our finances were severely stretched by airplane tickets to Hawaii (the one place we couldn't reach by driving) and a ferry ride from Alaska. So our meals *(continued)*

PHOTOS: CENTER RIGHT: COURTESY OF THE WAIT DISNEY COMPANY; ALL OTHERS: COURTESY OF THE GRAHAM FAMILY

## A WOMAN TODAY

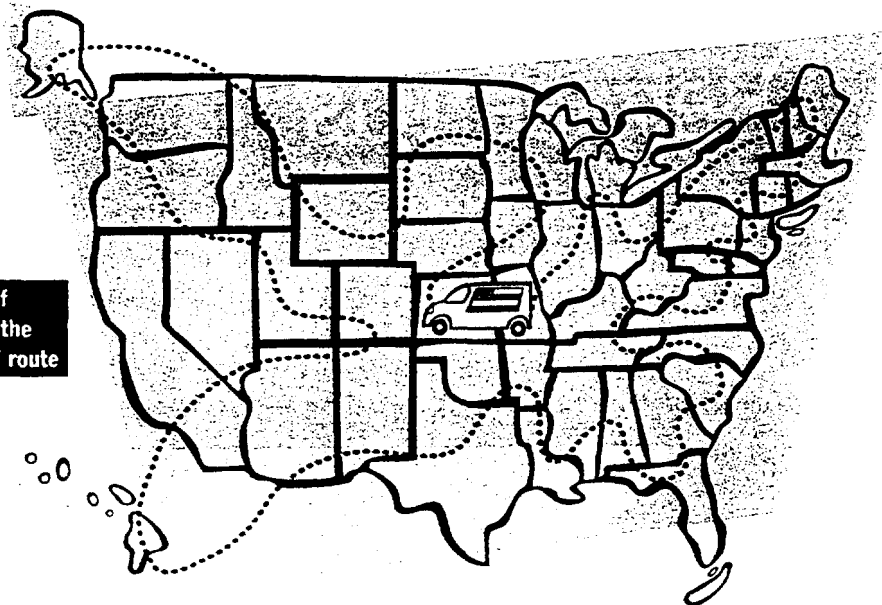
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were often simple and inexpensive, and we slept in economical hotels, in our van or in the tent we brought. Some of the wonderful people we met also treated us to meals, hotels . . . even opened their homes to us.

Among the highlights of the year was seeing more than one hundred national parks and monuments, using a yearlong parks pass. The kids got an unforgettable history lesson at sites such as Williamsburg, Jamestown and Yorktown, Virginia; Fort Sumter, in South Carolina; and the Outer Banks of North Carolina, including Kitty Hawk, where the Wright brothers first flew.

Christmas found us in Oklahoma City exchanging gifts, then visiting the site of the tragic bombing. In Iowa, we saw the covered bridges where *The Bridges of Madison County* was filmed and played on the *Field of Dreams* baseball diamond. We camped in a North Dakota zoo, met governors and

One lap of America: the Grahams' route



movie moguls, toured potato-chip, car and chocolate factories, harvested potatoes in Idaho, served as grand marshals in the Walt Disney World "Remember the Magic" parade and hunted for Easter eggs on the White House lawn. In New York City, we were interviewed on the *Today* show, saw the offices of *Ladies' Home Journal* and took in *The King and I*.

The one bump in the road we encountered was in Philadelphia, where someone broke into our parked van and took a portable TV, a cell phone and some small items. But as soon as word got out, hundreds of people E-mailed us, extending their apologies and hoping we wouldn't judge the city by one bad egg. We didn't; if anything, this only reinforced our belief in the

ROS BLACKARD

goodness and decency of Americans.

Each day is a major field trip. Often, we take advantage of special activities to supplement Courtney's lessons. For example, while she was studying *Romeo and Juliet*, we met a man in Orlando, Florida, whose son just happened to be playing the male lead in a community theater production of the play. We sat in on the dress rehearsal.

Nor has roadside education been wasted on Collier. Today, he can recite thirty state capitals (when he's in the mood), name his favorite volcanoes and rattle off the long list of animals he encountered.

Our only real problem has been time—or rather, lack of it. At the outset, our plan was to average a state a week, but that soon went by the wayside as we were tempted to explore all the hiking diversions in the mountain states. In February, we also took a five-week break at my parents' house in Florida.

At this writing, we're headed toward New England, with two months and

eleven states to go. As we reach the final phase of our adventure, we have mixed feelings. Of course, it will be exciting to come full circle. And we all look forward to sharing our stories with our friends and families face-to-face.

But we aren't as exhausted as we expected to be at this point, and we all wish we could go on for at least four more months. In order to meet our deadline, we're having to bypass many of the places we'd like to see and people we'd like to know better.

What will it be like to spend day after day in the same town again? And what will we do? The truth is, we're just not sure. We'll need to redesign our careers, rethink our futures and absorb all that we've learned. We might write a book. Our perspective on life is so much broader now; yet at the same time, our ideas of what we need for a happy life are much simpler. All those things in storage? We haven't missed them.

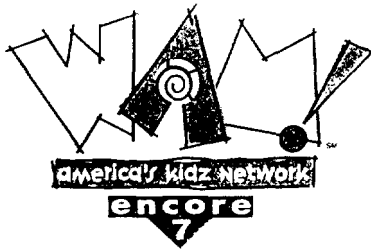
And, yes, we're already entertaining the crazy idea of taking another cross-country trip. This time, we'd like to

spend a year living in six separate areas and getting involved in community life.

Our U.S. tour has been as exciting, rewarding and educational as the first one I took. Most of all, we've developed an intense pride for the people who make up our nation—persons of all income levels, races and religions. Our country may not be perfect, but that's precisely what makes the U.S. so interesting.

We've seen the face of America, and she is beautiful. ●

If a cross-country odyssey isn't feasible for your family, don't sweat it: There are lots of ways to enjoy the great outdoors together this summer that are closer to home. The National Recreation and Park Association (NRPA) is a private, nonprofit organization devoted to making everyone aware of the resources available in parks nationwide. The NRPA also publishes a quarterly newsmagazine, "Friends of Parks and Recreation," that focuses on people who are helping to preserve and rebuild our parks. If you'd like more information, write the NRPA at 2775 S. Quincy Street, Suite 300, Arlington, VA 22206. To receive a subscription to the magazine, send a donation of \$15 or more to NRPA Friends of Parks and Recreation.



**Kids love it.**  
**Teachers need it.**  
**Parents trust it.**

FOR IMMEDIATE RELEASE

**WAM! AMERICA'S KIDZ NETWORK BRINGS**  
***Leonard Bernstein's Young People's Concerts***  
**BACK TO TELEVISION WITH**  
**"YOU GOTTA HAVE ARTS"**

***Press Conference to be Held at Carnegie Hall with***  
***Alexander Bernstein***

*New York -- March 4, 1997* For the first time in 18 years, the legendary *Leonard Bernstein's Young People's Concerts with the New York Philharmonic* will be returning to television via WAM! America's Kidz Network. The cable network, which is the only commercial-free channel for children 8-16, will include the *Young People's Concerts* as part of the most comprehensive arts education campaign ever on television: ***You Gotta Have Arts***. Designed to educate and entertain children through art, music, the performing arts and cultural enrichment, ***You Gotta Have Arts*** premieres in March, coinciding with Music in Our Schools Month.

Today, March 4 at 9:30 a.m., WAM! will host a special press conference at Carnegie Hall, where the *Young People's Concerts* were originally filmed, to present all of the ***You Gotta Have Arts*** programming to be featured on the channel. Scheduled to speak at the event will be Alexander Bernstein, son of Leonard Bernstein and president of the Bernstein Education Through the Arts (BETA) Fund, Inc.

"What a thrill it is to know that my father's *Young People's Concerts* will be enjoyed once again by a whole new generation on WAM!," said Alexander Bernstein. "These programs are as captivating, delightful and informative as ever -- perhaps more timely even now, with resources so hard to come by for music programs in schools. I am happy to keep my father's educational vision alive and growing."

Also speaking at the March 4 event will be Laurie Tisch Sussman, chairperson of the board of the Center for Arts Education; Schuyler Chapin, commissioner of the Department of Cultural Affairs and longtime friend of the Bernstein family; Steve Bell, president of Encore Entertainment Group; and Midge Pierce, vice president of programming for WAM!.

Leonard Bernstein hosted the *Young People's Concerts* from 1958 through 1979. The 25-part series was originally broadcast on CBS-TV. The conductor engaged the audience by asking a variety of musical questions and demonstrated the answers musically, bringing viewers toward a better understanding of music as an art form. Similarly, ***You Gotta Have Arts*** brings a modern television audience of children, parents and educators another method of incorporating the arts into day-to-day education.

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Composer Richard Adler, who co-wrote the popular song "You Gotta Have Heart" for the musical "Damn Yankees," has given WAM! the rights to use the song in their *You Gotta Have Arts* campaign. Adler personally supervised the rewrite of the song for the arts campaign.

In addition to the *Young People's Concerts*, *You Gotta Have Arts* programming will feature two hours, every school day, of music and arts programs fully cleared for schools to tape and replay at their convenience. Series include the 12-part *Music Factory*, which teaches children about instruments; *Art Attack*, 44 episodes highlighting hands-on arts projects; *Musical Encounter*, 48 episodes which demonstrate the joy, difficulty and sense of accomplishment kids gain through performance; and *Planet Video*, a WAM! original co-production about talented kids throughout the world. *You Gotta Have Arts* will also produce ArtCams (short features on young performers) and WAM! Cams by 12-year-old WAM! roving reporter Courtney Graham, which will cover the state of contemporary culture in America. These vignettes run between shows in place of commercials.

The *You Gotta Have Arts* programming is part of WAM!'s commitment to provide subject-specific education on the channel, including math, science, social studies and language arts, every Monday through Friday for a total of 60 hours a week.

WAM! America's Kidz Network is one of Encore Media Corporation's quality cable networks and is available through Direct TV and all-day Sundays on *plex*, Encore's theme-by-day service which maintains a subscriber base of over 11 million.

EMC is the largest provider of cable and satellite-delivered television channels in the United States, currently counting more than 28 million pay units through its ownership of: ENCORE<sub>SM</sub>, an affordable premium service featuring hit movies from the '60s, '70s and '80s as well as *plex-encore 1<sub>SM</sub>*, theme by day (combined more than 11 million pay units); six Thematic Multiplex services -- Love Stories-encore 2<sub>SM</sub>, Westerns-encore 3<sub>SM</sub>, Mystery-encore 4<sub>SM</sub>, Action-encore 5<sub>SM</sub>, True Stories & Drama-encore 6<sub>SM</sub>, and WAM! America's Kidz Network-encore 7<sub>SM</sub> (combined theme channels have more than 12 million pay units); STARZ!<sup>1</sup>-encore 8<sub>SM</sub>, the first-run premium multiplex movie service (nearly 5 million pay units), and STARZ!<sup>2</sup>-encore 8<sub>SM</sub>, featuring "prime time any time." BET Movies/STARZ!<sup>3</sup>-encore 8<sub>SM</sub>, the first urban and black-oriented movie channel devoted to showcasing black film artists will launch February 1, 1997. In addition, EMC's International Channel<sub>SM</sub> offers multi-lingual basic cable programming in 29 different Asian, European and Middle Eastern languages to 7.4 million subscribers in the U.S. and Latin America.

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